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AN ACTIVE INTRODUCTION TO HINDI.

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THIS TWO-PART INTRODUCTION TO HINDI INCLUDES METHOD GUIDELINES FOR THE INSTRUCTOR AND EMPHASIZES REPRODUCING CORRECT PRONUNCIATION BEFORE UNDERSTANDING MEANING. THE HINDI MICROWAVE COURSE INCORPORATES 47 CYCLES OF INSTRUCTION, MOST OF WHICH CONTAIN AN M-PHASE (MIMICRY AND MEMORIZATION) AND A C-PHASE (COMMUNICATION). THE DRILLS INTRODUCE BASIC QUESTIONS, CONCENTRATED ON INDIAN CULTURE, WITH A SET OF POSSIBLE ANSWERS FOR EVERYDAY COMMUNICATION. (FB)

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DEPARTMENT OF STATE
FOREIGN SERVICE INSTITUTE

AN ACTIVE INTRODUCTION TO HINDI

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Preface to the Student

This Introduction is designed to give you the ability to talk about subjects that interest you today--to discuss, in Hindi, topics of concern and to find out things you need to know.

It consists of very short lessons called cycles, each of which equips you to talk about a particular subject. Your instructor will teach you a set of potentially useful sentences. It is your responsibility to use them. Use them as often as possible. Use them correctly--to say what you mean, to get information you want.

Most cycles consist of a question and a set of possible answers. As soon as you have learned to say all the sentences of the cycle well, use them to find out something. The subject matter of most of them is India. Use the sentences you have learned to ask your instructors and other Indian acquaintances about their home districts. You can also ask your fellow students about conditions where they come from.

There are also cycles (such as Cycle 2) which give you useful expressions, clichés, and greetings. Use these wherever they are appropriate during the day.

Each cycle begins with one or two 'M-phases'. During the M-phase MIMIC the pronunciation of your instructor. Listen to the way he says it, and repeat it after him as closely as possible. Concentrate on the over-all shape of the sentence--the rise and fall of the voice, the rhythm, the emphasis. You will not find this difficult, since Hindi is much like English in this respect, but you must be careful to give each syllable its full value, not slighting the unstressed vowels as your English habit will lead you to do. If you get the over-all sound pattern of the sentence as a whole, you will probably be understood, and the pronunciation

of individual vowel and consonant sounds can be improved within this framework. (The opposite approach--working for accuracy in each vowel and consonant first, and then attempting to put them together into a sentence--rarely results in natural-sounding speech.)

While other students are practicing, relax, but keep listening. You can practice under your breath.

After learning to pronounce the sentences, you will be given the MEANINGS. After a little more mimicry, keeping the meaning in mind, you will have MEMORIZED the sentences of the M phase.

Many students find it helpful to have something to look at. If you wish, you may have the text open in front of you, and glance at it occasionally. If, after practicing a sentence six or eight times, you are in doubt about a particular sound (whether or not the consonant is aspirated, for instance) the spelling will show you. It will also guide you through the C-phase. But always remember that you are learning to speak Hindi, and to understand it as it is normally spoken. Rely on your ears. When you meet people in India, they probably will not hand you a printed script of what they are going to say.

The text is a crutch; don't get in the habit of using it. If you can get along without it, leave it at home.

During the M phase you will have acquired a set of sentences. The C phase is for using them in Communication.

Most cycles consist of questions and answers. The instructor may begin the C phase by asking you the question; answer it with a true statement. If he asks, 'Where are you from?', tell him. (If you have any difficulty with the answer, he may drill you on it a few times.) After doing this with each member of the class, the instructor will exchange roles with you, and you will then ask him and the others the same question.

In many cycles several C phases are printed. They indicate various ways of using the sentences you have learned. Often they show shorter forms of the sentences taught in the M phase. (People do not always talk in long, full sentences. The shorter forms given are correct and appropriate.)

What you have learned in the M phase is not merely a few sentences (except for the cliché cycles like #2) but a sentence pattern in which you can substitute appropriate vocabulary. The places for substitution are shown by parentheses. Put in the word you need to make the statement true. If you need a word you don't know, ask for it. Don't start a discussion in English (which is almost always a waste of time) but just take the word and use it--correctly, meaningfully, in the sentence.

C phases also suggest ways of combining several sentences into a longer conversation. Make your C phase conversations as long and as interesting as you can. Use what you have learned, but don't strain to make up long and complicated sentences.

This course is called An Active Introduction to Hindi. Your instructors will introduce the language. The activity must come mainly from you.

TO THE INSTRUCTOR

This course consists of a large number of very short lessons called cycles. Each cycle has two parts, called the M phase and the C phase.

The M phase is for Mimicry and Memorization. Here the students learn to say sentences, and learn the Meanings. The C phase is for Communication. The sentences which they learned in the M phase are now used in real Conversation.

MIMICRY

While you are introducing a new cycle for the first time, the students focus their attention on you. Therefore they should not have their books open. They need to watch you as well as listen to you.

Begin the M-1 phase this way:

(1) Say the first sentence aloud, and pause while the students repeat it.

(2) Say it again, and let the class try again to imitate you.

(3) Repeat the sentence three of four times more, pausing each time for the whole class to repeat it. It is most important to say the sentence normally. A good teacher always speaks at a normal conversational speed. Try to repeat the sentence the same way each time, using the same emphasis and the same inflection every time you say it. (This is not easy to do.)

(4) By this time, most of the class will probably be able to say the sentence acceptably. If it is a long sentence, however, they may still be having difficulty. You can make it easier for them by using a 'backwards buildup'.

For instance, if the sentence is

इस शहर का नाम क्या है?	What's the name of this city?

build it up out of shorter sentences this way:

क्या है?	What is it?
नाम क्या है?	What's the name?
शहर का नाम क्या है?	What's the name of the city?
इस शहर का नाम क्या है?	What's the name of this city?

If the full sentence was difficult for them at first, let them repeat each of the shorter ones after you and work their way up to the longer sentence. When they have caught the whole sentence,repeat if for them several more times.

When the class can repeat the whole sentence fairly well, begin working with students one by one.

(1) Look at one student and say the sentence. He will repeat it after you.
(2) Say it once more, and listen as he repeats it.
(3) Choose another student, and say the sentence for him to repeat twice.
(4) After each student has repeated it after you at least twice in this way, return to the student you started with in (1), and have him repeat it after you. By this time has has heard you say the sentence many times and it will be much easier for him. You will probably notice a great improvement in his pronunciation.
(5) Last of all, you may return to any student who has been having difficulty with this sentence, and give him another chance. Every student has now said the sentence a dozen times or more, and he has heard you say it many times. Be sure that every time he hears it, he hears you say it <u>normally</u>, said the same way.
(6) If some students are still having difficulty, use the backwards buildup technique for them individually.

MEANING

Until now, the student does not know what the sentence means. Learning is easier if the student can concentrate on the pronunciation of a new sentence and learn to say it well before he learns the meaning.

After all the sentences of the M-1 phase have been more or less mastered, teach the meanings in this way:

(1) Say a sentence in Hindi, and have them repeat it.
(2) Give the English, and have them say it in Hindi again.

Instructor: इस शहर का नाम क्या है?
Class: इस शहर का नाम क्या है?
Instructor: What's the name of this city?
Class: इस शहर का नाम क्या है?

(3) Teach the meaning of each sentence in the M-1 phase this way.

(4) To be sure that the meanings have been understood, say the M-1 sentences to various students in mixed order, and let them give the English. Teaching the meanings should only take a minute or so.

The M-1 phase has now been completed; take up the M-2 phase and teach it in the same way.

CONVERSATION

Most cycles have a C-phase. The printed part of the C phase gives one or two examples of how the sentences which the class has just learned can be used in conversation.

Most C phases consists of questions and answers. Introduce them this way:

(1) Taking the part of the first speaker, ask a student the question. He should reply with one of the sentences from the M phase.

(2) Try out this exchange with each member of the class.

(3) Have a student begin the conversation by asking you the question, coming forward to point to the map if necessary.

(4) After each student has practiced the exchange with you both ways, let students take both parts and talk to each other.

COMMUNICATION

By this time, the students have learned how to use these sentences. Now they must be encouraged to talk about real subjects. They move away from the model conversations printed in the C phase, and use more freely what they have learned.

At first, take part actively in these conversations to get them going, then gradually withdraw as the students gain confidence. If a student says something which is not a grammatical sentence, say the correct form for him, and have him repeat it after you. (If the M phase has been learned thoroughly, there will not be many errors.) But don't interrupt or object to what a student says, so long as it is Hindi -- so long as it makes sense, even if it is not what you expected him to say.

Communication, after all, is not students reciting lessons, but people talking to each other, exchanging information and opinions. This is what we want the student to do.

VOCABULARY

Most cycles give the class opportunity to ask for extra vocabulary. The appropriate places are indicated by parentheses in the C phase. You can supply any word which fits that position.

During the early cycles you must be careful. The student will not be able to handle plural nouns until Cycle 22. The special plural forms should not be used before Cycle 44.

In general, give the class nouns, adjectives, and numbers when they ask for them, if they fit into the position marked in parentheses in a cycle they have learned.

READING

Finally, if the class is learning to read at the same time, have them open their books to the cycle which they have been practicing. Read each sentence for them twice while they follow the Devanagari text with their eyes. Then ask each student to read one or two sentences.

CYCLE 1

The Map of South Asia

Use a large map of India and Pakistan showing the major cities.

M-1

Repeat the utterances of M-1 after the instructor. You will repeat each of them in choral response, then individually, several times. Do not go on to M-2 until you can reproduce the sentences of M-1 satisfactorily. Be sure you understand the meaning of each sentence.

इस का नाम लाहोर है।	Its name is Lahore.
इस का नाम ढाका है।	Its name is Dacca.
इस का नाम बम्बई है।	Its name is Bombay.
इस का नाम दिल्ली है।	Its name is Delhi.
इस का नाम मद्रास है।	Its name is Madras.

M-2

Proceed as for M-1.

इस शहर का नाम क्या है?	What is the name of this city?

C-1

The instructor will point to a city on the map and ask you a question. Go to the map and give the answer. Point to another city on the map and ask the same question of the instructor, then of another student. Each time you ask the name of a new place, direct the question to the instructor first. Use this cycle for learning the names and locations of the major cities. Remember that the correct Hindi pronunciation is not the same as the names commonly used in English.

A. इस शहर का नाम क्या है?

B. इस का नाम (भोपाल) है।

C-2

A. इस शहर का नाम क्या है?

B. (कराची) है।

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C-3

A. इस का नाम क्या है?

B. इस का नाम (काबुल) है।

The procedure for Cycle 1, will be the procedure for all subsequent cycles. During the M-phases of the cycle, you will mimic your instructor and memorize the patterns. During the C-cycles you will use what you have learned in real conversation with the instructor and with other members of the class.

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CYCLE 2

Classroom Expressions

This cycle contains a number of useful classroom expressions. Drill them, listening carefully to your instructor. Memorize them and use them in the classroom.

M-1

हिन्दी में बोलिये।	Please speak in Hindi.
सुनिये।	Please listen.
बताइये।	Please tell.
बैठिये।	Please sit down.
शुरू कीजिये।	Please begin.
आप शुरू कीजिये।	<u>You</u> start, please.
नक़्शे पर दिखाइये।	Please show me on the map.
कोई बात नहीं।	It doesn't matter.
नमस्ते।	Hello, Goodbye, - a general greeting

The instructor may introduce a few additional 'please' request forms if the students ask for them.

****

CYCLE 3

The Map of South Asia

Use a map of India and Pakistan showing the states.

M-1

इस का नाम पंजाब है।	**Its name is Punjab.**
इस का नाम गुजरात है।	**Its name is Gujerat.**
इस का नाम मद्रास है।	**Its name is Madras.**
इस का नाम बिहार है।	**Its name is Bihar.**
इस का नाम बंगाल है।	**Its name is Bengal.**

M-2

इस प्रदेश का नाम क्या है?	**What is the name of this state?**

C-1

A. इस प्रदेश का नाम क्या है?

B. इस का नाम (बिहार) है।

C-2

A. इस प्रदेश का नाम क्या है?

B. (कश्मीर) है।

C-3

A. इस का नाम क्या है?

B. इस का नाम (पंजाब) है।

C-4

A. इस शहर का नाम क्या है?

B. इस का नाम (दिल्ली) है।

****

CYCLE 4

Personal Conversation

M-1

मेरा नाम सीता है।	My name is Sita.
मेरा नाम सिंह है।	My name is Singh.
मेरा नाम लाल है।	My name is Lal.

M-2

आप का नाम क्या है?	What is your name?

C-1

A. आप का नाम क्या है?

B. मेरा नाम (उमा) है।

****

CYCLE 5

The Map of South Asia

M-1

यहां है।	It's here.
दिल्ली यहां है।	Delhi is here.
कलकत्ता यहां है।	Calcutta is here.
बम्बई यहां है।	Bombay is here.

M-2

वहां है।	It's there.
और मद्रास वहां है।	And Madras is there.
और जैपुर वहां है।	And Jaipur is there.
और लखनऊ वहां है।	And Lucknow is there.

M-3

कहां है	Where is it?
नेपाल कहां है?	Where is Nepal?
बुर्मा कहां है?	Where is Burma?

C-1

A. (नेपाल) कहां है?	Where is (Nepal)?
B. यहां है।	It's here.
A. और (अफ़ग़ानिस्तान) कहां है?	And where's Afghanistan?
B. (अफ़ग़ानिस्तान) वहां है।	Afghanistan is over there.

****

CYCLE 6

Personal Conversation

Use a large map of India and a large map of the United States.

M-1

नई दिल्ली से हूं।	I am from New Delhi.
बम्बई से हूं।	I am from Bombay.
भारत से हूं।	I am from India.
अमरीका से हूं।	I am from America.
टेकसस से हूं।	I am from Texas.

M-2

आप कहां से हैं?	Where are you from?

C-1 At the map:

A. आप कहां से हैं?

B. (वाशिंगटन) से हूं।

A. (वाशिंगटन) कहां है?

B. यहां है।

CYCLE 7

M-1

This cycle is not a regular cycle. It will not be learned all at once. Daily, your instructor will teach you the M-2 phase and the one pertinent M-1 sentence. For instance, if today is Monday, you will learn 'Today is Monday'.

आज इतवार है।	Today is Sunday.
आज सोमवार है।	Today is Monday.
आज मंगलवार है।	Today is Tuesday.
आज बुधवार है।	Today is Wednesday.
आज बृहस्पतिवार है।	Today is Thursday.
आज शुक्रवार है।	Today is Friday.
आज शनिवार है।	Today is Saturday.

M-2

आज कौनसा दिन है?	What day is today?

C-1

A. आज कौनसा दिन है?

B. आज (सोमवार) है।

****

CYCLE 8

The Map of South Asia

Use a large map of South Asia.

M-1

इस देश का नाम भारत है।	The name of this country is India.
इस देश का नाम पाकिस्तान है।।	The name of this country is Pakistan.
इस देश का नाम नेपाल है।	The name of this country is Nepal.
इस देश का नाम लंका है।	The name of this country is Ceylon.

M-2

इस देश का नाम क्या है। What is the name of this country?

C-1 At the map:

A. इस देश का नाम क्या है?

B. इस देश का नाम (चीन) है।

C-2

A. इस देश का नाम क्या है?

B. इस का नाम (नेपाल) है।

C-3

A. इस देश का नाम क्या है?

B. (पाकिस्तान) है।

****

NOTE: The Name of A

The preceding cycles have developed two sentence-patterns for finding out about the names of things:

इस ( ) का नाम क्या है? What's the name of this A?

इस ( ) का नाम ( ) है। The name of this A is B.

Any noun can be put in the A slot of either pattern, and any suitable name in the B slot.

The class may now ask for a few more nouns with which they can discuss other subjects of interest to them; either geographical features of South Asia or objects in their own environment. A few such nouns are given below. In some cases, the instructor may decline to provide a certain noun which would introduce grammatical complexities for which the student is not yet prepared. This restriction will be lifted after a few more cycles.

मकान	building
चीज़	thing (physical object)
नदी	river
सड़क	street

CYCLE 9

Personal Conversation

M-1

ओस्टिन से हूं।	**I'm from Austin.**
टेकसस से हूं।	**I'm from Texas.**
अमरीका से हूं।	**I'm from America.**

M-2

आप किस शहर से हैं?	**What city are you from.**
आप किस प्रदेश से हैं?	**What state are you from.**
आप किस देश से हैं?	**What country are you from.**

C-1

A. आप किस देश से हैं?
B. (अमरीका) से हूं।
A. और किस प्रदेश से?
B. (टेकसस) से।

C-2

A. आप किस प्रदेश से हैं?
B. (बिहार) से।
A. और किस शहर से?
B. (पटना) से हूं।

****

CYCLE 10

The Map of South Asia

M-1

जैपुर राजस्थान में है।	**Jaipur is in Rajasthan.**
कलकत्ता बंगाल में है।	**Calcutta is in Bengal.**

M-1

हैदराबाद आन्ध्र प्रदेश में है।	Hyderabad is in Andhra Pradesh.
मद्रास मद्रास में है।	Madras in in Madras.

M-2

जैपुर किस प्रदेश में है?	What state is Jaipur in?
कलकत्ता किस प्रदेश में है?	What state is Calcutta in?
हैदराबाद किस प्रदेश में है?	What state is Hyderabad in?
मद्रास किस प्रदेश में है?	What state is Madras in?

C-1 At the map:

A. (कलकत्ता) किस प्रदेश में है?

B. (बंगाल) में है।

C-2

A. (जैपुर) कहां है?

B. यहां है।

A. किस प्रदेश में?

B. (राजस्थान) में है।

****

CYCLE 11

Useful Phrases

मालूम है?	Do you know?
जी हां। मालूम है।	Yes. I do know.
जी नहीं। मालूम नहीं।	No. I don't know.

****

CYCLE 12

The Map of South Asia

M-1

भारत की राजधानी नई दिल्ली है।	The capital of India is New Delhi.
पाकिस्तान की राजधानी इस्लामाबाद है।	The capital of Pakistan is Islamabad.
लंका की राजधानी कोलम्बो है।	The capital of Ceylon is Colombo.
अमरीका की राजधानी वाशिंगटन है।	The capital of America is Washington

M-2

भारत की राजधानी क्या है?	What is the capital of India?

C-1

A. (भारत) की राजधानी क्या है?

B. (नई दिल्ली) है।

A. (नई दिल्ली) कहां है?

B. यहां है।

C-2

A. उस देश की राजधानी क्या है?

B. उस की राजधानी (काबुल) है।

C-3

A. (चीन) की राजधानी कहां है?

B. यहां है।

****

NOTE: The A of B

There are two ways of expressing the relationship the A of B.

इस देश का नाम	the name of this country
( ) का नाम	the name of A
इस देश की राजधानी	the capital of this country
( ) की राजधानी	the capital of A

With the noun नाम , 'of' is expressed by का . With राजधानी , 'of' is indicated by की .

There are two kinds of nouns--those that may be used with का , and those that require की . Every Hindi noun is a member of one of these two classes.

****

CYCLE 13

Personal Conversation

In this cycle, the instructor should teach only those numbers which will allow the students to talk about their actual ages. Students should not be taught to count at this point.

M-1

मेरी उमर बीस है।	I am 20 years old.
मेरी उमर चौबीस है।	I am 24 years old.
मेरी उमर पच्चीस है।	I am 25 years old.

M-2

आप की उमर क्या है?	How old are you?

C-1

A. आप की उमर क्या है?

B. मेरी उमर (बीस) है।

****

NOTE: my

आप का नाम	आप की उमर
मेरा नाम	मेरी उमर

With a का **noun, like** नाम**, 'my' is expressed by** मेरा**; with** की **nouns,** मेरी **is used.**

****

NOTE: A is B

All the sentence-patterns which have been presented so far can be summed up in a single formula:

( ) ( ) है। **A is B.**

Here are a few examples, with the A and B parts bracketed.

(बिहार की राजधानी) (पटना) है।

(इस शहर का नाम) (मालूम) है।

(कराची) (पाकिस्तान में) है।

An interrogative expression can fill the B slot:

(बंबई) (कहां) है?	**Bombay is where?**
(लखनऊ) (किस प्रदेश में) है?	**Lucknow is in what state?**
(नेपाल की राजधानी) (क्या) है?	**Nepal's capitol is what?**

A negative statement can be made by substituting नहीं **for** है **:**

(अमदाबाद) (गुजरात में) नहीं।

The A slot is often left vacant when the context makes it clear what is being talked about. A reply, for instance, need not repeat most of the question.

( ) (यहां) है।

( ) (मालूम) नहीं।

****

UNIT 14

The Date

M-1

The instructor will teach todays date. For instance, if today is August 10, the instructor will teach

दस अगस्त है। Its August 10.

M-2

आज कौनसी तारीख़ है? What's the date today?

C-1

A. आज कौनसा दिन है?

B. (मंगलवार) है।

A. और कौनसी तारीख़ है?

B. (... ग्यारह) है।

From now on the instructor will begin each day by reviewing this cycle and teaching the date.

NOTE

Many Hindi adjectives have two forms, one which goes with का nouns like शहर, and one which goes with की nouns like राजधानी . The form which modifies the का noun ends in आ . The form which modifies the की noun ends in ई . For instance

	बड़ा शहर	big city
	छोटा शहर	little city
but	बड़ी राजधानी	big capital
	छोटी राजधानी	little capital

In this cycle we have a new adjective, कौनसा , 'which, what'.

कौनसा शहर	which city
कौनसी राजधानी	which capital

कौनसा दिन	what date
कौनसो तारीख़	wat day

****

CYCLE 15

Useful Phrases

आप को याद है?	Do you remember ?
आप को मालूम है?	Do you know?
आप को याद नहीं?	Don't you remember?
आप को मालूम नहीं?	Don't you know?

मुझे याद है।	I remember.
मुझे मालूम है।	I know.
मुझे याद नहीं।	I don't remember.
मुझे मालूम नहीं।	I don't know.

****

CYCLE 16

Useful Phrases

भारत के बारे में कुछ बताइये।	Tell us a little about India.
पाकिस्तान के बारे में कुछ बताइये।	Tell us a little about Pakistan.
उस के बारे में कुछ बताइये।	Tell us a little about that.
उन के बारे में कुछ बताइये।	Tell us a little about them.

****

CYCLE 17

The Map

M-1

भारत का सब से बड़ा शहर कलकत्ता है।	India's biggest city is Calcutta.
दुनिया में सब से बड़ा शहर न्यू यार्क है।	The biggest city in the world is New York.
इंगलैन्ड का सब से बड़ा शहर लंदन है।	The biggest city in England is Londo
एशिया का सब से छोटा देश सिक्किम है।	The smallest country in Asia is Sikkim.

M-2

भारत का सब से बड़ा शहर कौनसा है?	Which is the biggest city in India'
पाकिस्तान का सब से बड़ा शहर कौनसा है?	Which is the biggest city in Pakis an?
इंगलैन्ड का सब से बड़ा शहर कौनसा है?	Which is the biggest city in Engl nd?
एशिया का सब से छोटा देश कौनसा है?	Which is the smallest country in Asia?

C-1

A. (भारत) का सब से (बड़ा) शहर कौनसा है?

B. (भारत) का सब से (बड़ा) शहर कलकत्ता है।

NOTE: Adjectives

सब से बड़ा means 'biggest'. Superlative constructions in Hindi are made up of सब से plus and adjective, in this case, बड़ा 'big'. सब से never changes in form but the adjective agrees with the noun it modifies. For instance, with का nouns

सब से बड़ा शहर	'The biggest city'
सब से बड़ा देश	'The biggest country'

but with की nouns

सब से बड़ी नदी	The biggest river.
सब से लम्बी सड़क	The longest street.

****

CYCLE 18

The Map of South Asia

M-1

भारत की सब से लंबी नदी ब्रह्मपुत्र है।	The longest river in India is the Brahamaputra.
भारत की सब से बड़ी नदी गंगा है।	The Ganges is the biggest river in India.
अमेरिका की सब से लम्बी नदी मिसिसिपी है।	The longest river in America is the Mississippi-Missouri.

M-2

चीन की सब से बड़ी नदी कौनसी है?	What is the biggest river in China?
पाकिस्तान की सब से लम्बी नदी कौनसी है?	What is the longest river in Pakistan?

C-1

A. मिस्र की सब से बड़ी नदी कौनसी है?

B. सब से बड़ी नील है।

****

CYCLE 19

Useful Phrases

जी हां, ठीक है।	Yes. (its) correct.
जी हां, सच है।	Yes. (its) true.
जी नहीं, सच नहीं।	No. Not true.
जी नहीं, ठीक नहीं।	No. Not correct.

क्या यह सच है?	Is this true?
क्या यह ठीक है?	Is this correct?

NOTE

Most of the sentences introduced so far conform to the following pattern

( ) ( ) है। (A) is (B).

These include statements like

(भारत) (यहां) है। India is here.

(राजधानी) (कलकत्ता) है। The capital is Calcutta.

and questions like

(भारत) (कहां) है। Where is India?

(राजधानी) (क्या) है? What is the capital?

Both statements and questions of the A is B type have similar intonational patterns. The highest pitch is usually on the B part. The instructor will repeat the following two sentences to illustrat this

भारत यहां है।

भारत कहां है?

In this cycle we have a different type of question which asks for a yes-no answer.

क्या यह सच है? Is this true?

is a yes-no question. Here, क्या is not a question word with the English translation 'what'. It is a question marker. It stands at the beginning of the sentence and signals that the sentence is a yes-no question. Compare the following sentences.

क्या भारत की राजधानी कलकत्ता है? Is the capital of India, Calcutta?

भारत की राजधानी क्या है? What is the capital of India?

Notice that the intonational patterns of the above sentences are different. In 1, the pitch of the voice rises ↑ at the end of the sentence. The highest pitch in the sentence is on है। . In 2, the highest pitch is on [illegible] . The pitch of the voice falls ↓ at the end of the sentence.

****

CYCLE 20

Family

M-1

जी हां, मेरे भाई बहन हैं।	Yes, I havdbrothers and sisters.
जी नहीं, मेरे भाईबहन नहीं।	No. I don't have any brothers and sisters.

M-2

क्या आप के भाईबहन है?	Do you have brothers and sisters?

C-1

A. क्या आप के भाईबहन हैं?

B. जी हां, मेरे भाईबहन हैं।

or

जी नहीं, मेरे भाईबहन नहीं हैं।

****

CYCLE 21

Family

M-1

चार भाई हैं।	I have four brothers.
तीन भाई हैं।	I have three brothers.
दो भाई हैं।	I have two brothers.

M-2

एक भाई है।	I have one brother.
कोई भाई नहीं।	I don't have any brothers.

M-2

आप के कितने भाई हैं How many brothers do you have?

****

CYCLE 22

Family

M-1

एक भाई मुझ से बड़ा है। One brother is bigger than me.
एक भाई मुझ से छोटा है। One brother is smaller than me.
दोनों भाई मुझ से बड़े हैं। Both brothers are bigger than me.
तीनों भाई मुझ से छोटे हैं। All three brothers are smaller than me.

M-2

आप से बड़ा है? Is he older than you?
आप से बड़े हैं? Are they older than you?

C-1

A. क्या आप के भाई बहन हैं?
B. जी हां, हैं।
A. कितने भाई हैं?
B. दो हैं। एक भाई मुझ से बड़ा है, और एक छोटा।

C-2

A. आप के कितने भाई हैं?
B. दो हैं।
A. क्या दोनों आप से बड़े हैं?
B. जी नहीं, छोटे हैं।

****

NOTE: Noun Plurals

Many nouns of the ा class have the same form in the plural as in the singular (like English 'sheep' or 'fish').

भाई है।	there is a brother
भाई हैं।	there are brothers
शहर है।	there is a city
शहर हैं।	there are cities

With these nouns, the difference between singular and plural is indicated by the verb (है is/ हैं are). If an adjective goes with the noun, it too may show whether the noun is singular or plural.

बड़ा शहर	big city
बड़े शहर	big cities
मेरा छोटा भाई	my little brother
मेरे छोटे भाई	my little brothers

ा expressions are like adjectives: ा marks the singular, and े the puural.

आप का भाई	your brother
आप के भाई	your brothers
इस का नाम	its name
इस के नाम	its names

भाईबहन 'brothers and sisters' is a sort of double noun; it belongs to this class. It is probably never used in the singular

आप के भाईबहन	your brothers and sisters
मेरे भाईबहन	my brothers and sisters

****

CYCLE 23

Family

M-1

बहुत बहनें हैं।	I have many sisters.
दो बहनें हैं।	I have two sisters.
तीन बहनें हैं।	I have three sisters.

M-2

एक बहन है।	I have one sister.
कोई बहन नहीं।	I don't have any sisters.

M-3

आप की कितनी बहनें हैं?	How many sisters do you have?

****

CYCLE 24

Family

M-1

मुझ से बड़ी है।	She's older than I am.
मुझ से छोटी है।	She's younger than I am.
मुझ से बड़ी हैं।	They're older than I am.
मुझ से छोटी हैं।	They're younger than I am.

* * * * * * * * * * * *

M-2

क्या आप की बहन आप से बड़ी है	Is your sister older than you, or
या छोटी?	younger?
क्या आप की बहनें आप से बड़ी हैं	Are your sisters older than you, or
या छोटी ?	younger?

C-1

A: क्या आप के भाई-बहन हैं?

B: जी हां, एक भाई और दो बहनें हैं।

एक भाई मुझ से बड़ा है, और दोनों बहनें मुझ से छोटी हैं।

Each student should now be able to explain how many brothers and sisters he has, and which are older or younger than himself.

Second Note on Noun Plurals

All ी nouns have different forms for singular and plural.

बहन	sister
बहनें	sisters

The adjectives that go with ी nouns, however, do not show different form:

मेरी छोटी बहन यहां है।	My little sister is here.
मेरी छोटी बहनें यहां हैं।	My little sisters are here.

* * * * * * * * * * * *

CYCLE 25

Whose?

यह किस का चश्मा है?	Whose glasses are these?
यह किस का कलम है?	Whose pen is this?
यह किस की कुर्सी है?	Whose chair is this?
ये किस के काग़ज़ हैं?	Whose papers are these?
ये किस के सिगरेट हैं?	Whose cigarettes are these?
ये किस की तस्वीरें हैं?	Whose pictures are these?

Students can ask each other many questions of this type and use them to learn new nouns.

* * * * * * * * * * * *

CYCLE 26

of what?

यह किस शहर का नक्शा है?	This is a map of what city?
यह किस देश का झंडा है?	What country's flag is this?
यह किस विद्यार्थी	What student's place (seat) is this?
काठमांडू किस देश की राजधानी है?	Kathmandu is the capital of what country?

****

CYCLE 27

People

M-1

भारत के प्रधान मंत्री कौन हैं?	Who is the Prime Minister of India?
भारत के राष्ट्रपति कौन हैं?	Who is the President of India?
भारत के उपराष्ट्रपति कौन हैं?	Who is the Vice President of India?
यू० पी० के मुख्य मंत्री कौन हैं?	Who is the Chief Minister of U. P.?
पाकिस्तान के सदर कौन हैं?	Who is the President of Pakistan?
वे कौन हैं?	Who is that?

Use these questions to find out about people who are (or will be) important to you. If possible, display pictures of them, and talk about them throughout the rest of the course.

****

NOTE: Politeness

In all the sentences of this cycle, the third person ('he' or 'she') is referred to in the plural. Politeness requires it. For this reason, many people will use the plural forms in referring to an older brother (especially in his presence) but will talk about a younger brother in the singular.

The plural must be used whenever a person of rank or importance is referred to. The singular is used only to talk about people of lower social rank than the speaker.

****

CYCLE 28

M-1

सिंह साहब नई दिल्ली से हैं।	Mr. Singh is from New Delhi.
मेरे दोस्त टेक्सस से हैं।	My friend is from Texas.
मेरी दोस्त अमरीका से हैं।	My friend is from America.
मेरी बीवी ओसटिन से हैं।	My wife is from Austin.
मेरे मांबाप न्यू यार्क से हैं।	My parents are from New York.
मेरे पति अमरीका से हैं।	My husband is from the U.S.

M-2

खान साहब किस शहर से हैं?	What city is Mr. Khan from?
आप के दोस्त किस शहर से हैं?	What city is your friend from?
सीता जी किस शहर से हैं?	What city is Sita from?
आप के पति किस प्रदेश से हैं?	What state is your husband from?
आप के मांबाप कहां से हैं?	Where are your parents from?
आप के दोस्त किस देश से हैं?	What country is your friend from?

****

CYCLE 29

Family

M-1

शादी शुदा हूं।	I'm married.
मैं शादी शुदा नहीं हूं।	I'm not married.

M-2

क्या आप शादी शुदा हैं?	Are you married?

****

NOTE

The verb हूं means 'am'. The pronoun मैं 'i' may be used with it, but is not required; there couldn't be any doubt in any case. Do not form the habit of using it in every sentence; it is not normal Hindi to do so. The pronoun 'you' can also be omitted if circumstances make it clear whom you are speaking to. If you are looking directly at the person, it would be sufficient (and very Hindi) to say शादी शुदा हैं?

****

CYCLE 30

Family

M-1

एक बच्चा है।	I have one child.
एक बेटा है।	I have one son.
एक लड़का है।	I have one boy.
एक बच्ची है।	I have one little girl.
एक बेटी है।	I have one daughter.
एक लड़की है।	I have one girl.

M-2

दो बच्चे हैं।	I have two children.
दो बेटे हैं।	I have two sons.
दो लड़के हैं।	I have two boys.
तीन बच्चियां हैं।	I have three little girls.
तीन बेटियां हैं।	I have three daughters.
तीन लड़कियां हैं।	I have three girls.

M-3

कोई बच्चा नहीं।	I have no children.

M-4

क्या आप के पास बच्चे हैं?	Do you have any children?

****

NOTE: Nouns Summary

There are two basic types of nouns - those that are used with adjectives that have आ endings and those that require ई endings.

मेरा नाम	मेरी उम्र
आप का नाम	आप की उम्र

Every Hindi noun is a member of one of these two classes.

The traditional names for these two noun classes are Masculine and Feminine. These terms are not to be taken too seriously. The names of most male dieties persons and animals belong to the Masculine class, and nouns which designate females are mostly in the Feminine class, but there are many exceptions. Hindi dictionaries list nouns as पु० abbreviation for पुलिंग Masculine

or स्त्री० स्त्रीलिंग Feminine

Feminine nouns form their plurals in two ways, adding either एं or ाएं

All nouns of the नदी type end with ई in the singular and इयां in the plural. All other feminine nouns belong to the बहन type. If you have the singular form of a noun, and you know that it is a feminine noun (if it has a की expression with it, for instance) you can tell what the plural form is. If you have a plural noun with either of these two endings you know that is is a feminine noun, and you can tell what its singular form is.

Masculine nouns also are of two types - those that change and those that have the same form for both singular and plural (like fish in English). The other kind end with आ in the singular and ए in the plural

बड़ा देश	मेरा बेटा
बड़े देश	मेरे बेटे

Again, if you have the plural form, you can tell what the singular must be.

A word of warning is in order. Although the great majority of nouns which end in ई in the singular are members of the नदी class and have इयां plurals, there are also some masculine nouns which end in ई , and belong to the देश class. One example is हाथी 'elephant(s)'. There are feminine nouns ending in आ like भाषा 'language' which has the plural भाषाएं . And there are masculine nouns that end with आ which are members of the देश class and do not change: राजा 'king'.

****

CYCLE 31

M-1

भारत के बड़े बड़े शहर क्या हैं?	What are the large cities of India?
पाकिस्तान की बड़ी बड़ी नदियां क्या हैं?	What are the large rivers of Pakistan?
यहां की बड़ी बड़ी सड़कें क्या हैं?	What are the big streets of this place?

Use these questions and many similar ones to review the geography of South Asia. The repeated adjective asks for an itemized list.

CYCLE 32

Classroom Conversation

Use this cycle to learn the names of familiar objects in the classroom.

इस कमरे में कितने लोग हैं?	How many people are there in this room?
इस कमरे में कितने विद्यार्थी हैं?	How many students are there in this room?
इस कमरे में कितने दरवाज़े हैं?	How many doors are there in this room?
इस कमरे में कितनी खिड़कियाँ हैं?	How many windows are there in this room?

****

CYCLE 33

Family

M-1

बच्चे का नाम क्या है?	What's the child's name?
आप के बच्चे का नाम क्या है?	What's your child's name?
इस बच्चे का नाम क्या है?	What's this boy's name?

M-2

बच्ची का नाम क्या है?	What's the little girl's name?
आप की बच्ची का नाम क्या है?	What's your daughter's name?
उस का नाम क्या है?	What's his name? What's her name?

The forms कमरे in Cycle 32 and बच्चे in this cycle are not plurals. Nouns of this type have a special form which is used in certain situations. This special singular form is identical with the plural. In these examples the special form occurs before में and का .

singular	कमरा	room	लड़का	boy
special singular	कमरे (में)	(in the) room	लड़के (का)	(of the) boy
plural	कमरे	rooms	लड़के	boys

Another example is नक़्शे पर 'on the map'. The regular singular form is नक़्शा 'map'.

This is the pattern of का nouns which have different forms for singular and plural. Only this type of noun has a special singular form.

The items में, से, पर, and का - के - को are members of a class of grammatical elements called postpositions. They have the following characteristics:

(a) they occur only at the end of a phrase consisting of a noun, an adjective, a pronoun, a number, or some combination of these;

(b) they require the special forms in the phrase to which they are attached;

(c) they have the meanings, more or less, of the prepositions of English.

इस is the special singular of यह 'this'.

यह कमरा	this room
इस कमरे में	in this room

Adjectives such as कौनसा also have the special form which ends with ए.

कौनसा नक़्शा	which map?
कौनसे नक़्शे पर	on which map?

का expressions have a के form, like the adjectives.

आप का बेटा	your son
आप के बेटे का नाम	your son's name

किस is the special singular form for both क्या 'what?' and कौन 'who'

किस का	of what? whose?
किस नक़्शे पर	on what map?

****

CYCLE 34

Languages

M-1

बंगाल में।	In Bengal.
उत्तर प्रदेश में।	In Uttar Pradesh.
मद्रास में।	In Madras.
उड़ीसा में।	In Orissa.

M-2

बंगाली कहां बोलते हैं?	Where do they speak Bengali?
हिन्दी कहां बोलते हैं?	Where do they speak Hindi?
तामिल कहां बोलते हैं?	Where do they speak Tamil?
उड़ीया कहां बोलते हैं?	Where do they speak Oriya?

****

CYCLE 35

M-1

उस इलाके में कुछ लोग गुजराती बोलते हैं।	Some people speak Gujarati in that area.
उस इलाके में सब लोग हिंदी बोलते हैं।	Everybody speaks Hindi in that area.
उस इलाके में ज्यादातर लोग मराठी बोलते हैं।	Most people speak Marathi in that area.

M-2

बंबई में कौनसी ज़बान बोलते हैं?	What language do they speak in Bombay?
उस प्रदेश में कौनसी ज़बान बोलते हैं?	What language do they speak in that state?
वहां कौनसी ज़बान बोलते हैं?	What language do they speak there?

C-1

A. (बंबई में) कौनसो ज़बान बोलते हैं?

B. (ज़्यादातर लोग) (मराठो) बोलते हैं।

Special Instructions for Cycles 36 - 38

If the class contains both men and women, the group should be divided for at least the first hour. The women will practice the cycles marked WOMEN'S CLASS; the men the cycles marked MEN'S CLASS. It would be best if a female teacher could work with the women and a male instructor with the men for these first verb cycles. In any case, the women should not practice (and preferably should not hear too often at first) the verb forms used only by men, and vice versa. This procedure is recommended for the next several cycles while the habit of using the correct verb forms is being firmly established.

****

CYCLE 36

MEN'S CLASS

M-1

हिंदो बोलता हूं।	I speak Hindi.
उर्दू बोलता हूं।	I speak Urdu.
अंग्रेज़ो बोलता हूं।	I speak English.
फ़्रांसोसो बोलता हूं।	I speak French.

M-2

आप कौनसो ज़बान बोलते हैं?	What language do you speak?
आप कौनसो ज़बानें बोलते हैं?	What languages do you speak?

C-1

A. आप कौनसो ज़बान बोलते हैं?

B. (पंजाबो) बोलता हूं।

C-2

A. आप कौनसो ज़बानें बोलते हैं?

B. मैं (अंग्रेज़ो) और (हिन्दो) बोलता हूं।

****

CYCLE 37

MEN'S CLASS

M-1

रूसो नहीं बोलता।	I don't speak Russian.
तामिल नहीं बोलता।	I don't speak Tamil.
फ़ारसो नहीं बोलता।	I don't speak Persian.

M-2

क्या आप मलयालिम बोलते हैं?	Do you speak Malayalam?
क्या आप उड़ोया बोलते हैं?	Do you speak Oriya?
क्या आप चीनो बोलते हैं?	Do you speak Chinese?

C-1

A. क्या आप चीनो बोलते हैं?

B. जो नहीं, चीनो नहीं बोलता हूं।

A. कौनसो ज़बानें बोलते हैं?

B. हिन्दो और कुछ अंग्रेज़ो बोलता हूं।

****

CYCLE 38

MEN'S CLASS

This form of the question is used in speaking to a woman.

M-1

क्या आप हिंदो बोलतो हैं?	Do you speak Hindi?
कौनसो ज़बानें बोलतो हैं?	What languages do you speak?

****

CYCLE 36

WOMEN'S CLASS

M-1

हिन्दो बोलतो हूं।	I speak Hindi.
रूसो बोलतो हूं।	I speak Russian.
बंगालो बोलतो हूं।	I speak Bengali.
अंग्रेज़ो बोलतो हूं।	I speak English.

M-2

आप कौनसो ज़बान बोलतो हैं?	What language do you speak?
आप कौनसो ज़बानें बोलतो हैं?	What languages do you speak?

C-1

A. आप कौनसो ज़बान बोलतो हैं?

B. (उर्दू) बोलतो हूं।

C-2

A. कौनसो ज़बानें बोलतो हैं?

B. (हिन्दो) और (फ़ारसो) बोलतो हूं।

****

CYCLE 37

WOMEN'S CLASS

M-1

मैं पशतो नहीं बोलतो।	I don't speak Pashto.
मैं सिंहालो नहीं बोलता।	I don't speak Sinhalese.
मैं कश्मीरी नहीं बोलतो।	I don't speak Kashmiri.

M-2

क्या आप फ्रांसीसी बोलतो हैं?	Do you speak French?
क्या आप जापानी बोलतो हैं?	Do you speak Japanese?
क्या आप संस्कृत बोलतो हैं?	Do you speak Sanskric?

C-1

A. कौनसी ज़बानें बोलतो हैं?

B. मैं (हिन्दी) और (अरबी) बोलतो हूं।

A. क्या आप (तामिल) बोलतो हैं?

B. जी नहीं। (तामिल) नहीं बोलतो।

****

CYCLE 38

WOMEN'S CLASS

This form of the question is used in speaking to a man.

M-1

क्या आप अंग्रेज़ी बोलते हैं?	Do you speak English?
आप कौनसी ज़बानें बोलते हैं?	What languages to you speak?

NOTE: First Note on Verbs.

In speaking to a woman one says क्या आप हिन्दी बोलती हैं? and she may answer हिन्दी बोलती हूं।

To a man one says आप हिन्दी बोलते हैं? and he answers हिंदी बोलता हूं।

When the class reconvenes, each student should ask this question of everyone else in the room.

****

CYCLE 39

Population

M-1

कलकत्ता की आबादी सत्तर लाख से ज़्यादा है।	The population of Calcutta is more than 70 lakhs.
लाहोर की आबादी ढाई लाख है।	The population of Lahore is 2 1/2 lakhs.
मद्रास की आबादी बीस लाख से ज़्यादा है।	The population of Madras is more than 20 lakhs.
बंबई की आबादी पैंतालीस लाख से ज़्यादा है।	The population of Bombay is more than 45 lakhs.

M-2

कलकत्ता की आबादी क्या है?	What is the population of Calcutta?
बम्बई की आबादी क्या है?	What is the population of Bombay?
मद्रास की आबादी क्या है?	What is the population of Madras?
लाहोर की आबादी क्या है.	What is the population of Lahore?

C-1

A. (लाहोर) की आबादी क्या है?

B. उस की आबादी (ढाई) लाख है।

****

For some Hindi speakers, कलकत्ता has special singular form: कलकत्ते में in Calcutta; others say कलकत्ता में . This kind of variation occurs with other place names which end in आ ; some people treat them as members of the नक़्शा class, while others treat them like देश , with no special singular form.

****

NOTE: Numbers

The लाख is a special unit of counting used throughout South Asia. The smaller units are written this way:

एक सौ	100
एक हज़ार	1,000
एक लाख	1,00,000

This cycle and the next are opportunities for learning a few numbers. Don't try to learn them all at once; try to associate most of them with facts you are interested in.

****

CYCLE 40

Population

M-1

लगभग पैंतालीस करोड़ लोग भारत में रहते हैं।	About 45 crore people live in India.
लगभग दस करोड़ लोग पाकिस्तान में रहते हैं।	About 10 crore people live in Pakistan.
लगभग छः करोड़ लोग पूर्वी पाकिस्तान में रहते हैं।	About 6 crore people live in East Pakistan.
लगभग चार करोड़ लोग पश्चिमी पाकिस्तान में रहते हैं।	About 4 crore people live in West Pakistan.
लगभग बीस करोड़ लोग अमरीका में रहते हैं।	About 20 crore people live in the United States.

M-1

भारत में कितने लोग रहते हैं?	How many people live in India?
अमरीका में कितने लोग रहते हैं?	How many people live in the USA?
पाकिस्तान में कितने लोग रहते हैं?	How many people live in Pakistan?

C-1

A. (पूर्वी पाकिस्तान में) कितने लोग रहते हैं?

B. (चार करोड़) लोग वहां रहते हैं।

The करोड़ is equal to 100 लाख . 1,00,00,000

****

CYCLE 41

MEN'S CLASS

M-1

वाशिंगटन में रहता हूं।	I live in Washington.
टेक्सस में रहता हूं।	I live in Texas.
भारत में रहता हूं।	I live in India.

****

WOMEN'S CLASS

M-1

आलबनी में रहती हूं।	I live in Albany.
न्यू यार्क में रहती हूं।	I live in New York.
अमरीका में रहती हूं।	I live in America.

****

BOTH CLASSES

M-2

आप कहां रहते हैं?	Where do you live?
आप किस शहर में रहते हैं?	What city do you live in?
आप किस प्रदेश में रहते हैं?	What state do you live in?
आप किस देश में रहते हैं?	What country do you live in?

M-3

आप कहां रहतो हैं?	Where do you live?
आप किस प्रदेश में रहतो हैं?	What state do you live in?
आप किस शहर में रहतो हैं?	What city do you live in?
आप किस देश में रहतो हैं?	What country do you live in?

C-1

A. आप कहां रहता हैं?

B. (अमरीका) में।

A. किस शहर में रहतो हैं?

B. मैं (बोस्टन) में रहतो हूं।

C-2

A. आप कहां से हैं?

B. (भारत) से हूं।

A. किस प्रदेश में रहते हैं?

B. पंजाब में।

****

CYCLE 42

M-1

अमरीका में रहते हैं।	He lives in the United States.
भारत में रहती हैं।	She lives in India.

M-2

कहां रहते हैं?	Where does he live?
कहां रहती हैं?	Where does she live?

C-1

A. (श्रीमती गांधी) कहां रहती हैं?

B. (उत्तर प्रदेश में) रहती हैं।

Substitute the names of members of the class and instructors. Also ask about prominent Indians.

****

CYCLE 43

The Map

M-1

नई दिल्ली जमना नदी के किनारे पर है।	New Delhi is on the banks of the Jumna.
कलकत्ता हुगली नदी के किनारे पर है।	Calcutta is on the banks of the Hooglii.
बनारस गंगा नदी के किनारे पर है।	Banaras is on the banks of the Ganges.
बंबई समुद्र के किनारे पर है।	Bombay is on the seashore.

M-2

नई दिल्ली किस नदी के किनारे पर है?	New Delhi is located on the banks of what river?
कलकत्ता किस नदी के किनारे पर है?	Calcutta is located on the banks of what river?
वाशिंगटन किस नदी के किनारे पर है?	Washington is located on the banks of what river?

CYCLE 44

Family

M-1

आप के बच्चों के नाम क्या हैं?	What are your children's names?
आप के लड़कों के नाम क्या हैं?	What are your boy's names?
आप के बेटों के नाम क्या हैं?	What are your sons' names?

M-2

हमारे बच्चों के नाम राम और लाल हैं।	Our children's names are Ram and Lal.
हमारे लड़कों के नाम राम और लाल हैं।	Our boys' names are Ram and Lal.
हमारे बेटों के नाम राम और लाल हैं।	Our sons' names are Ram and Lal.

M-3

आप की लड़कियों की उमरें क्या हैं?	What are your daughters' ages?
आप की बेटियों की उमरें क्या हैं?	What are your girls'ages?
आप की बच्चियों की उमरें क्या हैं?	What are your girls' ages?

M-4

हमारी लड़कियों की उमरें तीन और छः हैं।	Our daughters' ages are three and six.
हमारी बच्चियों की उमरें तीन और छः हैं।	Our daughters' ages are three and six.
हमारी बेटियों की उमरें तीन और छः हैं।	Our girls' ages are three and six.

The whole class should practice each of these sentences a few times. Then each student who has more than one child should learn how to state their names and ages. Every student should now be able to answer the following question rather fully.

M-5

अपने परिवार के बारे में बताइये।	Tell us about your family.

****

NOTE

With imperative verb forms (request forms, ending with इये) 'your' is always expressed by the adjective अपना . आप का is not permitted in this type of sentence.

This cycle illustrates the special plural form of nouns. All nouns have a special plural which ends with ओं . Examples of the four types of nouns:

	को nouns		का nouns	
singular	ज़बान	लड़की	देश	बच्चा
special singular				बच्चे
plural	ज़बानें	लड़कियां	देश	बच्चे
special plural	ज़बानों	लड़कियों	देशों	बच्चों

Adjectives and का expressions have no special plural form.

	Referring to को nouns		Referring to का nouns	
singular	बड़ा	को	बड़ा	का
special singular	बड़ा	को	बड़े	के
plural	बड़े	को	बड़े	के

There is one other type of adjective, which does not change.

सुन्दर	beautiful	सफ़ेद	white
मशहूर	famous	ख़ास	principal
साफ़	clean	आम	ordinary

Many of these are derived from nouns by the addition of ई :

सरकारी	official	सरकार	government
भारती	Indian	भारत	India
पाकिस्तानी	Pakistani	पाकिस्तान	Pakistan
बंगाली	Bengali	बंगाल	Bengal

The students may now feel free to ask for any nouns and adjectives they need.

****

CYCLE 45

M-1

उस घर को देखिये।	Look at that house!
उस तसवीर को देखिये।	Look at that picture!
उस आदमी को देखिये।	Look at that man!
उस को देखिये।	Look at him! Look at her! Look at that!

M-2

उन लोगों को देखिये।	Look at those people!
उन जानवरों को देखिये।	Look at those animals!
उन चीज़ों को देखिये।	Look at those things!
उन को देखिये।	Look at them! Look at her! Look at him!

****

NOTE: The forms of वह

singular	वह
special singular	उस
plural	वे
special plural	उन

(वह and वे are both pronounced वो in informal style.)

****

CYCLE 46

M-1

इस मकान को क्या कहते हैं?	What do they call this building?
इस सड़क को क्या कहते हैं?	What do they call this street?
इस चीज़ को क्या कहते हैं?	What do they call this thing?
इस को क्या कहते हैं?	What do they call this? What do they call it?

M-2

इन चीज़ों को क्या कहते हैं?	What do they call these things?
इन जानवरों को क्या कहते हैं?	What do they call these animals?
इन लोगों को क्या कहते हैं?	What do they call these people?
इन को क्या कहते हैं?	What do they call them? What do they call him? What do they call her?

M-3

आप को क्या कहते हैं?	What do they call you?
मुझे अमर कहते हैं।	They call me Amar.

M-4

किस को?	At what? At whom?
किन को?	At what? At whom?

The questions of M-4 are responses to the questions of M-1, 2, and 3, asking for clarification. They depend on the previous remark for their meaning. By themselves they mean nothing.

****

NOTE: The forms of यह and क्या

singular	यह	क्या	कौन
special singular	इस	किस	किस
plural	ये	क्या	कौन
special plural	इन	किन	किन

(यह and ये are both pronounced ये in informal style).

****

CYCLE 47

Travel

M-1

जो हां, जाता है। Yes. It goes.

जो नहीं, नहीं जाता। No. It doesn't go.

M-2

दिल्ली से हवाई जहाज़ बम्बई जाता है। A plane goes from Delhi to Bombay.

दिल्ली से हवाई जहाज़ मद्रास जाता है। A plane goes from Delhi to Madras.

दिल्ली से हवाई जहाज़ कलकत्ता जाता है। A plane goes from Delhi to Calcutta.

M-3

क्या दिल्ली से हवाई जहाज़ कोलम्बो जाता है? Does a plane go from Delhi to Colombo?

क्या दिल्ली से हवाई जहाज़ भोपाल जाता है? Does a plane go from Delhi to Bhopal?

क्या दिल्ली से हवाई जहाज़ अमृतसर जाता है? Does a plane go from Delhi to Amritsar?

M-4

क्या यहां से हवाई जहाज़ न्यू यार्क जाता है? Does a plane go from here to New York?

क्या यहां से हवाई जहाज़ नई दिल्ली जाता है? Does a plane go from here to New Delhi?

क्या यहां से हवाई जहाज़ लन्दन जाता है? Does a plane go from here to London?

Some people will way कलकत्ते जाता है . The special singular form of the name is used for the destination.